DOCUMENT RESUME

ED 048 031 SO 000 557

TITLE	The Heritage and Contributions of the Hispanic American. Teacher's Edition.
INSTITUTION	Denver Public Schools, Colo.
PUB DATE	69
NOTE	51p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*American History, Class Activities, Discussion (Teaching Technique), Elementary Grades, Ethnic Studies, Geography Instruction, Human Relations Units, Inquiry Training, Instructional Materials, Learning Activities, *Mexican American History, *Social Studies Units, *Spanish Americans, Spanish Culture, *Teaching Guides
IDENTIFIERS	*Colorado

ABSTRACT

This booklet was developed to help elementary school students to understand the contributions of the Hispano to our American way of life: 1) to learn something about the history of the Hispanic people --the Cuban, Mexican, Puerto Rican, Spanish, Mexican-American, and Spanish-American; and, 2) to develop an understanding of the political and cultural differences between ethnic or racial groups, and the individual differences between the human beings that make up these groups. Suggested activities are enumerated: map work, time-line building, thought questions, discussion, oral reports, vocabulary study, diorama, creative writing, games, and resource use. The individual units are: 1) Spain, World Power; 2) Spanish Exploration in the Americas; 3) Spanish Colonialism; 4) Early Settlements; 5) Spanish Missions in the New World; 6) Mexico Wins Independence from Spain; 7) Encroachment of Mexico; and, 8) Spanish Settlement in Colorado. Teacher references and books for student reading are listed in a 4 page bibliography which includes the price of each publication. (SBE)

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The Heritage and Contributions of the Hispanic American

Teacher's Edition

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DENVER PUBLIC SCHOOLS
Denver, Colorado 1969
(Revised)

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THE HERITAGE AND CONTRIBUTIONS OF THE HISPANIC AMERICAN

(Revised 1969)

Teacher's Edition

Prepared and produced
in the
Department of Instructional Services
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Division of Education

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Assistant Superintendent

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Denver Public Schools
1969

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Teacher Reference **Suggested Activities**

INTRODUCTION

Vocabulary

racial
ethnic
traditions
Colombians
customs
appreciate
similarly
religion
Bolivian
Cubans
Puerto Ricans
Panamanians
categories

Map Work

—Locate Columbia, Bolivia, Cuba, Panama, and Puerto Rico.

—Point out the Spanish speaking countries of the Western Hemisphere.

—Show the difference between political maps of the Western Hemisphere and physical maps of the same area.

—Point out those areas in the United States where Spanish is likely to be spoken.

Study aspects of

—a nation's strength because of the many cultures which contribute to its composition.

—advantages of being able to express one's self in and to understand two languages.

—commonality of the given fractions in this section and relationship to the word-fractions.

Teacher Reference **Suggested Activities**

Note to the student: Think of one category under which the given groups can be classified. Do those going ACROSS first.

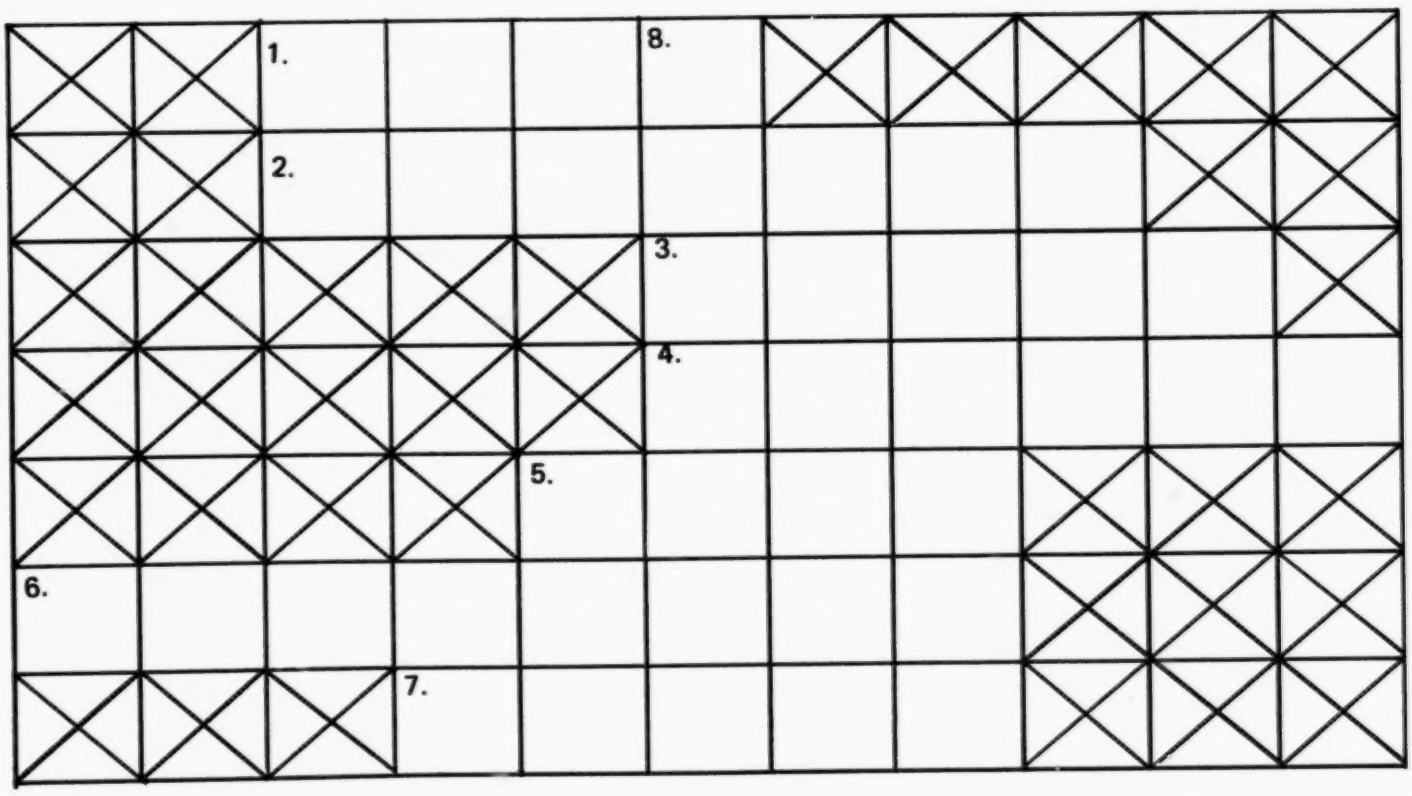
Example: wolf, fox, collie. These three can be classified under the category "Dog".

ACROSS *(Answers)*

1. trout, shark, perch — *1. fish*
2. Apaches, Sioux, Navajos — *2. Indians*
3. sandals, clogs, guaraches, slippers — *3. shoes*
4. trees, flowers, shrubs — *4. plants*
5. tiger, lion, leopard — *5. cats*
6. vacuum cleaner, typewriter, electric drill — *6. machines*
7. tortillas, milk, meat — *7. foods*
8. *Hispano*

DOWN

8. Puerto Rican, Mexican-American, Panamanian, Peruvian



INTRODUCTION

Many different racial and ethnic groups have contributed much to the growth of our country. Many groups of persons contribute to its growth today. One such group is the Hispano.

As we study and talk about groups of people, it is very important to remember what makes up a group of people.

Human beings, individuals, people—these make up groups. Individuals do not act, speak, or think exactly the same as other individuals. In other words, when studying or talking about various groups, we must remember that groups are made up of individuals who each are different human beings. It is knowing about and understanding of human beings which is important.

This booklet has been written to help the boys and girls in the elementary schools to understand the contributions of the Hispano to our American way of life. Many sources and people have contributed to the writing of this booklet. The primary contributor was Mr. Victor F. Romero, principal of Elmwood School. The second edition was revised by Mr. Uvaldo S. Chávez, Teacher on Special Assignment in the Office of Curriculum Development.

This booklet will help you to learn about some of the history of the Hispanic people and will give you an idea of the long and valuable history of the American Hispano. It will help you to appreciate the contributions made to our country by one large group of our citizens.

All persons belong to two large groups. The first group is **political.** Political is a term which explains of which country you are a citizen. Some examples of a **political** term are: Cuban, Columbian, English, Spanish, Mexican and Bolivian.

The second large group is **cultural.** When people belong to a certain culture, they usually think similarly, act similarly and feel similarly about many things. Some examples of culture in daily life are customs, traditions, language and religion. These and many others make up the style of life that is theirs. Listed below are examples of **cultural** terms.

Jews	Amish
Hispano	American Indian

The Hispanic population of our country is made up of many groups. This population includes such people as: Cubans, Puerto Ricans, Panamanians, and many others. However one term can be used to refer to all of these groups. The term is **"Hispano,"** as the following explanation will indicate.

$$\frac{1}{6} \quad \frac{2}{6} \quad \frac{3}{6} \quad \frac{4}{6} \quad \frac{5}{6} \quad \frac{6}{6}$$

In the above fractions, the 6 is a "common denominator" to all six fractions.
In the same way that the 6 is "common" to all the fractions above, so is the "Hispanity" common to the groups of people shown in the word-fractions below.

$$\frac{\text{Cuban}}{\text{Hispano}} \qquad \frac{\text{Mexican}}{\text{Hispano}} \qquad \frac{\text{Puerto Rican}}{\text{Hispano}} \qquad \frac{\text{Panamanian}}{\text{Hispano}}$$

Often in the past, for different reasons, we have had to separate people according to the groups they belong to. However, we sometimes have been mistaken when we did so because we used the term "Mexican" to include such people as Cubans and Puerto Ricans. One of the purposes of this booklet is to help provide better understandings of various groups.

I. SPAIN, A WORLD POWER

In the 15th and 16th Centuries, Spain dominated the New World. In 1496 Isabel, Queen of Castile, married Ferdinand, heir to the throne of Leon. This marriage made possible the unification of Castile and Leon in 1479 when Ferdinand's father died, leaving the throne to his son. This unification made Spain the first of the modern national states in Europe.

The Spanish aristocracy was involved in a series of religious wars for seven hundred years. These wars were part of a series of wars known as the Crusades. They were an attempt by Catholic Spain to rid the country of the non-Christian Moors.

Teacher Reference **Suggested Activities**

I. Spain, A World Power

Vocabulary

dominated	liberating	unification
aristocracy	instilled	non-Christian
peninsula	extent	relationship
profound influence	continent	Norsemen
navigation		modern national state

Map work

—Locate those areas in Northern Europe where the Norsemen lived.

—Locate Iceland, Greenland and the Northern coast of Newfoundland where the Norsemen are known to have camped.

—Locate Spain and define a peninsula.

—Find other peninsulas.

—Locate each of the continents.

—Point out the two continents of the New World.

—Locate Mexico and Peru on the map.

—Find England and compare it to the area that the Spanish had colonized in the New World.

Time Line

Begin building a time line by placing on the chalkboard, a piece of paper about ten feet long. Let a distance of one inch represent five years on the line. Begin noting dates using the unification of Spain in 1479 or the marriage between Ferdinand and Isabel in 1469. Begin the series of events to be shown on the line with:

- Columbus' discovery of the New World in 1492.
- the founding of Jamestown in 1607.
- the founding of the University of Mexico in 1553.

Teacher Reference **Suggested Activities**

Note to the teacher: The concept of numerically defined centuries such as the "15th Century" should be clarified in the minds of the pupils as meaning those years in the 1400's rather than those in the 1500's.

I. Directions: All the statements below are adequate statements. However, one of the statements in each pair of statements is more adequate than the other because of what it says. Circle the letter of the statement that you think is better. If you are not sure which is the better answer, go back and read the section again.

1. (a) Queen Isabel of Castile married Ferdinand in the 15th century.
   (b) Queen Isabel of Castile and Ferdinand were married in the 1460's.

2. (a) The Norsemen deserve credit for discovering the New World.
   (b) Columbus receives more credit for the discovery of the New World because of the many events which followed.

3. (a) Seven hundred years of fighting the Moors helped make the Spaniards good soldiers.
   (b) Seven hundred years of fighting the non-Christians helped to make the Spaniards good soldiers and gave them a desire to spread Christianity.

4. (a) Isabel and Ferdinand wanted to help their neighbors, also to rid their country of the non-Christians so they allowed Columbus to sail.
   (b) Isabel and Ferdinand wanted to prove the world was round so they allowed Columbus to sail.

5. (a) The Spanish were among the greatest colonizers and Christianizers the world has ever known.
   (b) The Spanish proved the world was round.

(Answers: 1.b 2.b 3.b 4.a 5.a)

II. Pick any three questions and tell why you think your answer is correct. (Answers will vary.)

III. For the extra-ambitious student: The university mentioned in the last paragraph of this section is the University of Mexico. By using an encyclopedia, find how long the University of Mexico had been operating by the time Harvard, the oldest university in the United States, was founded. *(Answer: 83 years)*

The Spanish became skilled soldiers and horsemen as a result of these long years of fighting. Even more important, however, is the effect on their relationship to God. Seven centuries of warfare for the sake of Christianity instilled in the Spaniard a closeness to God. This relationship was later to have a profound influence on the exploration in America.

It is a known fact of history that the Norsemen found and made a few expeditions to North America long before Columbus. They came and even camped in the New World before the year 1000, but they only camped. They built no towns and did not become known as settlers and pioneers.

The honor of giving two continents to the world belongs to Spain. The credit for discovery, hundreds of years of pioneering and making Christians of millions of people belongs to Spain. No other nation, past or present, has ever equalled the extent of Spain in exploration and settlement. Spain's role is a tremendously fascinating part of the history of our country but one which has never been fully told and understood.

Discovery of the New World

Her "Catholic Majesty", Isabel, pushed the Moors from Spain in 1492, and she wanted to help her neighbors in what is now France and Italy to do the same. The northern coast of the Mediterranean Sea had been invaded by non-Christians also. She believed that if Columbus could get to the East by sailing west, the invaders could be attacked from the rear. Besides, the wars against the Moors had emptied the treasury and Columbus might also find a source of wealth. For these two reasons the king and queen finally agreed to allow Columbus to undertake his voyage.

Christopher Columbus had a great imagination. He worked hard to convince the king and queen of Spain that they should help him make his voyage. He had a great deal of patience. He waited six years in Spain before he was able to convince Ferdinand and Isabel. Columbus was a wise sailor too. From boyhood he had trained himself in navigation and in the ways of life on the sea. Most important of all, Columbus had a rare ability to lead men. The voyage by Columbus was the beginning of the greatest exploration venture in history. However, the honor for

further exploration and wide colonization belongs to the many Spanish heroes who followed. During the 16th Century Spain achieved many marvels. Her explorers had overcome Mexico and Peru, acquired many of their riches, and made those kingdoms part of Spain. Cortez had gained control of and was colonizing a region many times larger than England. These events took place many years before the first Englishmen would ever see that part of the Atlantic coast on which they would later plant their colonies.

The Spanish were not only the first conquerors of the New World, but more important, they were among the greatest colonizers the world has ever known. Jamestown, the first English settlement in America, was not begun until 1607. By this time, Ponce de Leon had taken possession of Florida for Spain and half of what is now the United States had already been explored and mapped. Numerous settlements had been established in the "New Mexico" province by now. Furthermore, all of Mexico was under control of the Spanish Crown, and thousands of Indians had been converted to Catholicism. That vast area which is now Peru, Chile, Bolivia, Columbia, Paraguay, and all of Central America also was colonized.

The Spanish were educators as well. Practically all settlements had a church and every church had a school to teach the children of the Indians as well as those of the Spanish settlers. Furthermore, at least one university was already in operation by 1553. All of this took place by the time England had secured for herself even one acre of land on the Northern coast of North America.

II. SPANISH EXPLORATION IN THE AMERICAS

A detailed history of the many men involved in the Spanish exploration of the Americas is available in most libraries. Some of the more important explorers and their contributions and accomplishments are:

Christopher Columbus—The first of the famous discoverers to sail under the flag of Spain. His voyages of discovery opened the way to the New World. His was the greatest contribution—half of the earth for Spain to colonize and millions of people for the Catholic Church to Christianize.

Teacher Reference **Suggested Activities**

II. Spanish Exploration in the Americas

Vocabulary:

detailed	Christianize	conquistadores
mission	reconquest	revolt
numerous	ventured	uncharted
unmapped	crown of Spain	century

Map Work

—Trace the trails of Coronado from Mexico into what is now the United States.

—Trace the areas covered by Cabeza de Vaca.

—Trace those areas covered by DeSoto and Moscoso.

—Follow Alarcon's route up the Gulf of California.

—Locate the Pueblos River discovered by Coronado.

Study Aspects of

—Hernando Cortez's conquest of Mexico and its advantages to Spain.

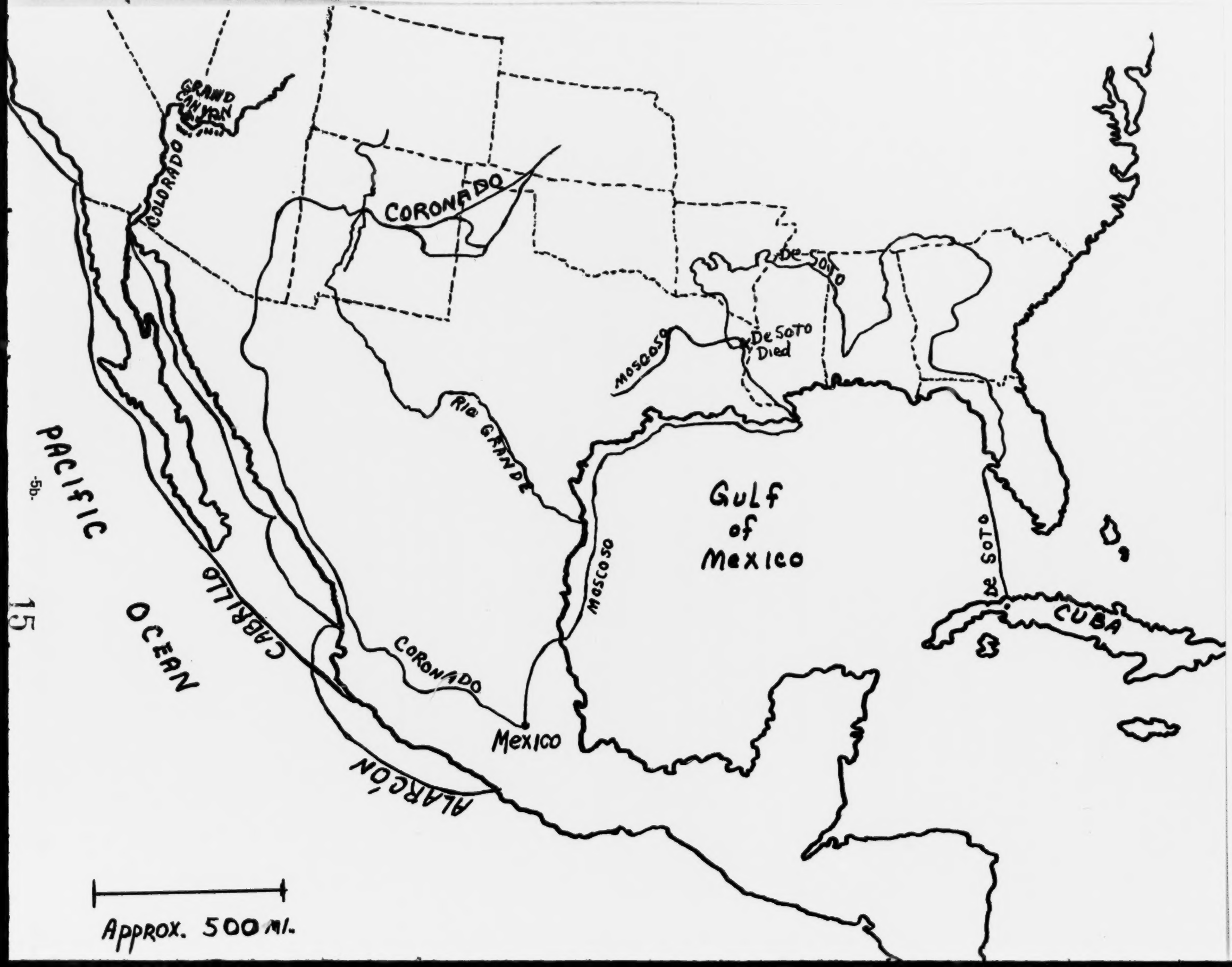
—Juan de Onate's colony and its lasting effects on the present day United States.

—Lopez De Cardenas and discovery of the Grand Canyon.

Time Line

—Indicate Coronado's tremendous journey in 1539.
—Indicate Cardena's discovery in 1539.
—Indicate Onate's colonization of New Mexico in 1598.
—Indicate Founding of Santa Fe in 1609.

Other suggested activities: Write an imaginary diary of the day by day travels of a Spanish Conquistador over lands never before seen by white men.


GRAND CANYON
COLORADO R.
CORONADO
De Soto
De Soto Died
MOSCOSO
RIO GRANDE
Gulf of Mexico
MOSCOSO
DE SOTO
CUBA
PACIFIC OCEAN
CABRILLO
CORONADO
Mexico
ALARCÓN
Approx. 500 mi.

Hernando Cortez–The first of the great Spanish conquistadores. He opened the way to what is now the southwestern United States. He conquered Mexico and explored the Gulf of California.

Vasco Núñez de Balboa–Discovered the Pacific Ocean.

Juan Ponce De León–Explored Florida in search of the Fountain of Youth, but more important he came to seek good land to settle.

Hernando De Soto–Discovered El Rio del Espíritu Santo (the original Spanish name) now known as the Mississippi River and explored the areas of what is now Florida, Georgia, South Carolina, North Carolina, Tennessee, Alabama, Mississippi, Arkansas, Oklahoma, Texas, and Louisiana.

Luis De Moscoso–At the death of De Soto, took command and explored the areas now known as Louisiana and Texas.

Alvar Núñez Cabeza de Vaca–Wandered for almost nine years with three comrades through the southeastern and southwestern part of the United States. His report encouraged further explorations.

Juan De Oñate–One of the first to start a colony in New Mexico. He explored the area between the Gulf of California and Kansas.

Martin De Alarcon–First of the white Europeans to explore and navigate the Colorado River.

López De Cárdenas–Discovered one of the greatest wonders of the world, the Grand Canyon of the Colorado River.

Fortun Jimenez–Discovered the peninsula of Lower California.

Father Junípero Serra–Founder of nine original missions in California.

Father Kino–One of the greatest of southwestern explorers.

Antonio De Espejo–One of the first colonizers of New Mexico. He gave the area its name.

Francisco De Vargas–Was responsible for the reconquest of the New Mexico Colonies after the Pueblo Indian revolt in 1680.

Francisco Vasques Coronado–Extended and explored for New Spain thousands of miles of frontier into the great Southwest.

Juan Rodríquez Cabrillo–Discovered numerous points, islands, and bays along the California coast, including San Diego Bay.

These daring explorers ventured on uncharted seas and unmapped land. They searched for souls to Christianize, land to colonize, and goods—spices, silks, pearls, and precious metals. Wherever they went, they claimed the land in the name of the crown of Spain. Within a century, the Spanish claimed an area equal to half the world.

III. SPANISH COLONIALISM

The Hispanic people have a long historical tradition but most Americans do not know or understand it. This lack of understanding can be traced to the study of American history, which usually ignores 300 years of Spanish exploration and expansion northward from Mexico into the Southwest. In the Southwest, Spaniards founded many towns and cities. Some examples of these Spanish-named locations are:

Colorado	Alamosa	San Francisco
Nevada	Los Angeles	San Diego
Arizona	Santa Fe	Cumbres Pass
Pueblo	Las Animas	Mesa Verde
Trinidad	Salida	Monte Vista

In addition, there are hundreds of other towns, lakes, rivers with Spanish names. Eighteen Colorado counties have Spanish names.

The recorded history of the United States begins with the discovery of Florida by the Spaniard, Ponce de León in 1513. Ponce de León was followed six years later by another explorer who sailed along the entire length of the Gulf of Mexico logging all rivers and bays. He was seeking a passage that might lead him to Cathay. The second explorer kept a record. He recorded that his four ships arrived at the mouth of the Rio Grande. This was on an autumn day in 1519. This first fleet of ships was under the command of Captain Alonso Álvarez de Piñeda. He and his 270 Spanish men-at-arms dropped anchor to come ashore. This second explorer was also a Spaniard and with him were some of the forefathers of today's American Hispano.

In 1607 an English ship dropped anchor in what is now Chesapeake Bay. This

Teacher Reference **Suggested Activities**

III. Spanish Colonialism

Vocabulary

historical tradition	recorded	logging
Cathay	men at arms	forefathers
gap	Deity	complicated
civil	viceroy	Caribbean

Map Work

—Using a political map of the Southwest locate and list cities, counties, states, rivers, lakes, and mountains with Spanish names.

—Use a United States political map to locate Jamestown and Chesapeake Bay.

—Discuss reasons for the different locations of each country's colonies and the advantages or disadvantages in their geography.

—Review briefly the difference between political and physical maps.

Time Line

—Indicate the place when the recorded history of the United States begins. (In 1513 with the discovery of Forida by Ponce de Leon.)
—Indicate the birth of the United States. (1776)
—Indicate the following

- Hernando Cortez 1521—Conquest of Mexico
- Balboa 1513—Discovers the Pacific Ocean
- Cabrillo 1542—Explores the California coast
- Espejo 1582—Gives the Kingdom of New Mexico its name and attempts a settlement.
- Cabeza de Vaca 1527—First white man to walk across the entire continental United States.
- Alarcon 1540—Discovers the Colorado River and becomes first white European to navigate it.

Diorama

—Begin building dioramas depicting some of the activities already indicated on the Time Line, such as

- Cardenas looking into the Grand Canyon.
- Cortez walking in the streets of Mexico.
- Balboa discovering the Pacific.
- Cabeza de Vaca on an annual trip with the Indians of the Southwest to the "prickly pear" fields.

III. Spanish Colonialism

Answer the questions in the spaces provided.

1. Who was the first white man to explore the present day United States?

   _____

2. Fill in the following blanks with Spanish named cities.

   A. _____
   B. _____
   C. _____

3. Tell when the *recorded* history of our country begins. Explain your answer.

   _____
   _____
   _____
   _____

4. Although Pike is important to the history of the United States, why is it true that he was not a "pioneer explorer"?

   _____
   _____
   _____

5. In what way did the soldiers help the missionaires in the colonies?

   _____
   _____
   _____

was the beginning of the English colony, Jamestown, Virginia. The colony was settled on the shores of Chesapeake Bay almost one hundred years after the Spanish Captain Piñeda had arrived. During those one hundred years the Spanish had explored, settled and founded hundreds of towns in America, including parts of what is now the United States. Even the bay where the English arrived had been visited earlier and named by the Spanish. It was called the Bay of Santa Maria before the English changed it to Chesapeake Bay.

In the Southwest, the Spanish made important discoveries, introduced their ways of living, and left valuable records. These records and other information upon which the history of a nation is built have been brushed aside by many people in the study of the history of our nation. To neglect Spain's work and contributions and to begin the study of the West with the exploits of Clark, Lewis, Pike and Austin leaves about a 250-year gap in the history of the exploration and settlement of our nation.

Pike was not a pioneer explorer. He entered areas that had already been explored and named by the explorers who followed Cornado. Every landmark, stream, and mountain range of importance honored a Spanish saint or the Deity long before Pike began his travels. Many of these names were later changed. However, there are still many towns, countries, rivers, and mountains that have retained their Spanish names.

Spain's colonies were developed under a complicated system. Authority and power were centered in the king and his advisors in Spain. The king gave some powers to the viceroys. These viceroys were appointed for a year at a time and were responsible for civil, religious, and military affairs within vast areas of land overseas—New Spain. Explorers and settlers had to get the permission of the viceroy before they acted.

Colonial settlement developed with close cooperation among the clergy, or missionaries, and the military. Lands were conquered either by the sword or by the cross. Sometimes military invasion came first. In Mexico, Cortez conquered the land. It was later united by the clergy and finally by civil authority. In areas where the natives were known to be friendly, the clergy opened the frontier with only a military escort for protection. Spain continued planting colonies until it brought all of present-day Mexico, Central America, the Caribbean, half of South America, and

much of what was to become the United States under her control.

IV. EARLY SETTLEMENTS

After Coronado (1540-1542), exploration beyond the northern fringe of New Spain was temporarily halted. Events within Mexico kept the Spanish busy there. One was a serious rebellion. Another was the Spaniard's interest in developing resources near at hand. The frontier moved slowly northward during the next half century.

The expeditions of Rodriquez and Espejo (1581-1583) led to the colonization of New Mexico. The reports of silver and settled pueblos raised the hopes of finding a new Mexico. Powerful individuals asked the king and viceroy for permission to conquer the north. All communications were in writing. Requests sent to Spain took a year or more to be answered. Many adventurers set out on their own expeditions without waiting for official permission. The first attempts at settlement ended in failure and death.

Frontiersmen and missionaries continued to explore lands north of Mexico. They sent back glowing reports of the new lands. Reports of foreign intruders were made to the viceroy. One of these intruders was Sir Francis Drake, who sailed through the Straits of Magellan to the Pacific Ocean. He sailed from port to port stealing gold, silver and other riches from the surprised Spaniards. Because of Drake's actions and similiar ones by others, Spain decided to plant colonies throughout her northern lands. She wanted these colonies to protect her claims and interests in these lands.

One settlement was planned for the California coast to provide protection for Spanish ships returning from the Philippines. Before this California settlement was established, the war with England ended and made this outpost seem unnecessary.

In 1598, Juan de Onate was appointed to colonize and govern a new Mexico to be located on the Rio Grande River. He set out on his expedition with 400 soldiers, 130 of whom had families. Onate founded the settlement of San Juan, the first capital of New Mexico.

In spite of many conflicts with the Indians, the colony of San Juan did very

Teacher Reference **Suggested Activities**

IV. Early Settlements

Vocabulary

temporarily	rebellion	resources
communications	viceroy	foreign
intruders	Philippines	established
profitless	institution	wealth
capitalize	famine	fiesta
fringe		

Map Work

—Review briefly Coronado's route and the areas that he explored.

—Locate the Straits of Magellan.

—Locate the Rio Grande; trace it into present day Colorado.

—Find the Philippine Islands.

—Use the scale on a map to measure the distance from the Philippines to the California coast.

—On a map of New Mexico, locate the colony of San Juan which Onate first founded. (approximately 20 miles north-west of Santa Fe.)

—Locate the states through which Onate passed in his exploration of the Southwest.

—Locate El Paso; measure the distance form El Paso to Santa Fe.

Creative Writing

—Pretend that you are a Spanish explorer living in the year 1583. You have just heard reports of silver and settled pueblos and you wanted to set out on your own expedition.

Write a letter to the viceroy or to the king of Spain asking permission to go. Tell what you expect to accomplish, who will go with you, and what supplies you will take. Be sure to tell what you will do so that you will not get lost in the uncharted areas of New Mexico.

well. Within the next three years, Oñate and his followers explored most of the area in what is now New Mexico, Arizona, parts of Kansas, Oklahoma, Texas, and the mouth of the Colorado River at the Gulf of California. In 1609 a new governor, Don Pedro de Peralta, was appointed to replace Oñate. Peralta moved the capital to a new Spanish villa. It was named La Villa Real de la Santa Fe de San Francisco, a name later shortened to Santa Fe. Communication between Mexico City and Santa Fe was poor. A supply train arrived in Santa Fe from Mexico City only once every three years. Many times this was lengthened to once every four years. A round trip from Santa Fe to Mexico City and back might very well take four years. Imagine going on a shopping trip that would last four years! This settlement helped to establish the kingdom of New Mexico firmly by 1630.

Since Spain no longer feared England her interest in maintaining profitless outposts grew less. If it had not been for the missionaries, Spain's frontier advance might have stopped. The mission as a frontier institution was not new. On every Spanish advance the cross and sword had moved forward together. The missionaries aided the conquistadores and settlers by keeping conquered natives peaceful. Now the roles changed: the missionaries were followed by soldiers or ranchers who came to guard the missions and, at times, to capitalize on the wealth uncovered by the mission fathers. Until 1680 the sword and cross achieved partial success in bringing Christianity to the Indians and in setting up a foothold for further Spanish colonization.

In 1680 the Spanish were driven from New Mexico by an Indian rebellion. The rebellion followed a period of conflict between the military government of the colonies and the missionary fathers. In the past the two authorities had always helped each other. The missionary fathers were demanding labor from the Indians which often was not related to the church. The military government claimed it had more authority to govern in the colonies because it represented the king in all matters. On the other hand, the missionary fathers represented the Church. Therefore, their authority extended to matters having to do with religion. While the two authorities were settling these differences of opinion, the Pueblo Indians were being raided by Apaches and Navajos.

The Pueblos had become very dependent on the Spanish for protection and the

raising of food. When the military failed to give the Pueblos the necessary protection and when the Church failed to help them with food, the Pueblo Indians began to suffer a great deal. They suffered from famine as well as from attacks from their enemies. Finally, under the leadership of a medicine-man named Pope, the Pueblo Indians revolted. Most of the twenty-five hundred Spanish colonist were driven from the settlements around Santa Fe. They retreated to present day El Paso.

There were several attempts in the following years to recapture the colonies. None of the attempts was successful until 1692 when Don Diego De Vargas reconquered the province. Even today, after nearly three centuries since the reconquest, Don Diego's success is celebrated annually with a three day fiesta in Santa Fe, New Mexico.

V. SPANISH MISSIONS IN THE NEW WORLD

During a sea expedition in 1542, Juan Rodríquez Cabrillo discovered California and claimed it for Spain. He was looking for a short cut to the Orient as well as seeking suitable harbors and sites for colonizing. Another sea expedition was made later, in 1602. Neither expedition made a thorough survey of the natural and human resources hidden behind the cliffs that lined the California shore.

Between the visit of the last Spanish sailing vessel in 1602 and the coming of the missionaries, California was largely forgotten. Spanish treasure ships from the Philippines sailed past the coast once a year but made no attempt to land. No expeditions reached the interior. Plans for colonizing California were talked about but never attempted. Some of the reasons for this were the great distance of this land from the supply bases in New Spain, the fact that no land routes existed, the many hostile Indians, and the dangers of explorers or settlers starving because of the barren lands through which expeditions would have to pass.

Before a band of missionaries and soldiers arrived by sea and by land, 270 years had passed. In 1769, they settled this territory. Don Gaspar de Portala commanded a military force to build presidios (garrisons) along the California coast. Under the command of Don Gaspar was Padre Junípero Serra, who had been chosen to establish a chain of missions in California. Two other groups that were a part of this

Teacher Reference **Suggested Activities**

V. Spanish Missions in the New World

Vocabulary

Orient	interior	hostile
barren	presidios	garrisons
padres	convert	insufficient
burdensome	establish	poultry
squad	hospitality	historical shrine
Biblical characters		native materials

Map Work

—Discuss what a suitable harbor might be.

—Use a California map to find those towns which were originally the missions founded by the Father Serra.

—Use the scale on the legend to answer—approximately how many miles are there between each mission?

—Locate the Russian claims in Alaska and discuss problems that might be encountered in the claims by both countries.

—Discuss the distance from the missions to Mexico City.

Interest Center

—Build a diorama depicting the architecture of and activity in a mission compound.

—Build a work area showing the tools that were used in weaving, making adobe bricks, grinding corn and spinning cotton.

Resource people

—Contact St. Elizabeth's Church for possible guest speaker. (A Franciscan priest in his habit giving a brief historical talk on the Franciscans in early history would make the study of history more meaningful.)

Teacher Reference **Suggested Activities**

Time Line

—Indicate Carillo's expedition in 1542.

—Indicate completion of nine missions in California by Father Serra. 1784

—Indicate Mexican independence from Spain in 1821.

—Indicate Mexican freedom for Indians in 1833.

—Indicate the founding of the first Texas mission in 1690.

In the grid below match the name with the proper date by going across with the date and going down with the name. In the square write the information which is proper for the name and date.

MATCHING GAME

	Cagrillo	Portola	Padre Serra	Mexico	new Mexican Government
1542					
1784					
1833					
1769					
1821					

expedition came by ship.

The Spanish goal was to build a chain of missions each the distance of a long day's journey from the next. These missions were to be built on a road along the coast to be called El Camino Real (The Royal Road). The padres were to convert the Indians to Christianity, settle them around the missions, and gradually teach them the ways of the Spanish.

This was a back-breaking, discouraging task. It was made difficult because of insufficient supplies, burdensome government regulations, and frequent conflicts in authority between religious and civil agencies. Also, adding to the problems, was the uncertain state of the Indians, who could at any time turn on the newcomers and drive them into the sea.

Padre Serra managed to establish nine thriving missions before he died in 1784. He was able to do this under the protection of the military and with the assistance of capable missionaries and skillful workers. His able successors added twelve more to the chain before the mission period was over.

The Spanish government encouraged the establishing of missions. It hoped that the missionaries would train the Indians to become good citizens of New Spain. The missions served to protect the Spanish territory against foreign powers. The Russians were exploring south from Alaska. The English, whose fleets were sweeping the seas, believed that occupying a place was a better claim to territory than just the discovery and exploration of it.

Missions: A Way of Life

Each mission was much more than a church. It contained living quarters for the padres, storehouses, barns, workshops, wineries, a mill, a bakery, and quarters for the Indians who lived at the mission. The padres tried to make each mission self-supporting. To do this, they trained Indians to: raise crops; to care for the cattle, sheep, hogs, and poultry; to make wine; and to grind corn. Moreover, the Indians learned to make furniture, bricks, tile; to spin cotton; and to weave. Presidios or military headquarters were built at some of these missions and garrisoned by squads of soldiers.

The missions grew and prospered. Some of the older ones were rebuilt, enlarged and beautified. Anyone traveling along El Camino Real was welcomed to stay and enjoy the hospitality of the mission.

When, in 1821, Mexico became independent of Spanish rule, doom was spelled for the missions. In 1833 the new Mexican government freed the Indians; they no longer worked on the mission farms and workshops. The buildings gradually fell into ruin. The church abandoned them and their lands were sold. In the present century many of these missions were repaired and rebuilt as historical shrines, grand remembrances of Spanish California.

For over a century the Franciscan missionaries were also active in Texas. The first mission started in 1690 in East Texas and was called San Francisco de los Tejas. The Franciscans were true crusaders and suffered many hardships in their attempts to bring the Indians to Christianity.

Today, throughout much of the Southwest, many of the contributions of the Catholic Church remain. In addition to the numerous adobe missions of simple construction and Spanish architecture which can be seen in this part of our country, the Church left us her religion. Approximately 25 percent of today's population of the United States belongs to the Roman Catholic Church. In Mexico this percentage is even greater.

Another contribution of the church to the arts was the Santos. These were statues and paintings of Biblical characters made of wood and other native materials. These materials were then painted. Some of the Santos were made by the friars; others by professionals known as **Santeros,** who peddled their products from village to village.

VI. MEXICO WINS INDEPENDENCE FROM SPAIN

From 1492 to 1800, Spain was responsible for many of the discoveries, explorations, and settlements of the New World. She acquired many resources from her American colonies, including the gold and silver found in Mexico and Peru. Spain used these resources unwisely. Also she was continually at war with other European countries. These were some of the reasons why, during the 17th and 18th

Teacher Reference **Suggested Activities**

VI. Mexico Wins Independence from Spain

Vocabulary

independence
parliament
isolate
basically
triumph
province
hoisted
acquired
colonials
nomadic
generation

Map work

—Compare the size of 16th Century Spain to the Spain of the 20th Century.

—Measure and discuss the distance from the province of New Mexico to Mexico.

—Discuss the difficulties and time involved in traveling such great distances recognizing the type of transportation which was available to the people at that time.

Time Line

—Indicate Mexican Independence in 1821.

—Indicate the province of New Mexico becoming a territory of the United States in 1848.

Mural

—Using what has been recorded on the Time Line to this point, paint a mural depicting selected events. Pupil imagination and book illustrations will supply many ideas.

Discussion

—The concept *generation* is difficult to understand. It is hoped that the teacher will attempt to clarify this as much as possible. (Generally this is approximately 20 years.)

As reinforcement have the class figure the number of generations the Spanish colonials were in the New Mexico area before it became a territory of the United States.

Teacher Reference **Suggested Activities**

Directions: On the spaces provided at the beginning of each statement write either TRUE or FALSE.

1. _____ By 1800 the Spanish colonies in America wanted their independence from Spain.

2. _____ By 1815 independence from Spain had become a reality.

3. _____ The province of New Mexico was highly involved in the war for independence from Spain.

4. _____ A war for independence from Spain gave birth to a new nation called Mexico.

5. _____ Communication between Mexico and the province of New Mexico was very good.

6. _____ When the province of New Mexico became the Territory of New Mexico the Spanish colonials immediately felt like citizens of the United States.

7. _____ The colony in New Mexico was isolated for approximately fifteen generations.

8. _____ New Mexico became part of the United States in 1848.

9. _____ From 1492 to 1800, Spain was responsible for many of the discoveries.

10_____ For three centuries Spain planted her people, her language, her government and her religion in the Americas.

Thought Question

What great difficulties did the Spanish colonials face in the New Mexico area?

Centuries, Spain shrank from an empire with far-flung boundaries to a country limited to the Iberian penisula.

By 1800, a monarchy was not such a popular form of government. The idea of democratic governments excited the imagination of men. Many of the North American colonies had already gained their independence by this time. The Spanish-American colonies also wanted to become independent from their mother country, Spain.

Mexico began its efforts for independence from Spain in 1810. The upper class in Mexico finally persuaded the viceroy to give Agustin Iturbide an army to stop a people's rebellion. Instead Iturbide talked the rebels into coming over to his side. Together they gained the independence which they had so long desired. Iturbide rode into Mexico City in triumph on September 27, 1821. The end of Spanish control of Mexico had come just 300 years after the conquest.

The end of Spanish control not only brought independence to New Spain but it gave birth to a new nation—Mexico. Now for the first time in history the term "Mexican" took on a political meaning. To be a Mexican hereafter was to be a citizen of the new nation. The term no longer was limited to a group of Indians living in what is now Mexico.

Not all the Spanish colonials were involved in the war for independence, however. The people of New Mexico were very distant from any activity in Mexico, and took no part in the war between Mexico and Spain. Having had no part in this war, and with only a limited communication with Mexico itself, these colonials continued to feel that they were still Spanish colonials rather than Mexican colonials. Even as late as 1775 the Spanish colonials in New Mexico had had a representative sitting in the parliament in Madrid. Don Pedro Bautista Piño traveled from Santa Fe to Spain to represent the New Mexico colonies.

The new government in Mexico reduced and in some areas completely removed the garrisons which had been scattered in the far-flung province. This action left the old Spanish colonies at the mercy of the Apaches and other nomadic Indian tribes. Furthermore, it tended to isolate them from Mexico even more.

While Mexico was adjusting to its newly won independence, the United States was expanding westward across the continent. A short 27 years later, the province of

New Mexico was to become the Territory of New Mexico as part of the United States. But in the same way that the Spanish colonials had failed to feel that they were 'Mexican' when the Mexican flag was hoisted above them, so did they fail to feel that they were citizens of the United States from one moment to the next simply because in 1848 there came a new flag. They had been Spanish for 250 years; it was going to take more than one generation to change two and a half centuries of living an isolated life and a life which was basically Spanish.

VII. ENCROACHMENT ON MEXICO (TEXAS)

In 1802 Spain gave the Louisiana Territory to France with the stipulation that if France decided to sell it at any time in the future, it should be sold to Spain. In 1803, however, the United States secretly bought it from France. This purchase opened a huge territory for exploration and settlement. There was one problem, however; the western boundary of the territory was not clearly defined. The Spanish claimed that the Sabine River was the western boundary of the Louisiana Territory. The United States claimed that it was the Rio Grande. This conflict was eventually settled by the treaty of Florida in 1819. This treaty was an agreement between the United States and Spain that the Sabine River would be the western boundary. The United States was given the Florida Territory by Spain in return for agreeing to settle the problem.

Until 1821 Spain had been successful in blocking the United States' expansion into the Southwest. Mexico, as a newly independent country, had little military strength. In January, 1821, Moses Austin, a citizen of the United States, appeared in San Antonio to request permission to settle a group of Anglo families in Texas. Mexico hesitantly agreed and made extensive land grants to these new citizens. These settlers in turn sub-divided their land grants and invited additional settlers to join them. These families agreed to renounce their United States citizenship and to become Mexican citizens. They also agreed to become Catholics if they were allowed to enter Mexican territory.

In 1835 the Mexican constitution was changed. One law that was effected by this change was one which dealt with immigrants entering Mexico from a foreign

Teacher Reference **Suggested Activities**

VII. Encroachment on Mexico (Texas)

Vocabulary

Louisiana	boundary	defined
Sabine River	eventually	expansion
extensive	renounce	hesitantly
immigrants	sub-divided	land grant
dispute	friction	buffer

Map Work

—Note the present boundary of the United States is the Rio Grande.

—Point out the tremendous amount of land involved in the dispute.

—Develop a discussion around the agreement of 1819 in which the United States agreed never again to dispute the western boundary as a trade for the Florida peninsula.

—Discuss the geography and the type of wealth which this land produces today.

Reports

—As an extra assignment for the ambitious student, ask for reports on

1. The oil industry of Texas.
2. The agricultural industry of Texas.

400 Miles
Sabine River
Rio Grande River

Matching Game

Directions: Following are some phrases. Take the number of the phrases on this page and place them in the circle of the phrases which are on the next page. If you place the numbers in the correct circles, the two phrases together will make a complete sentence.

1. In 1802 France agreed that if she ever sold the Louisiana Territory . . .
2. In 1803 France sold the Louisiana Territory . . .
3. The western boundary of the Louisiana Territory . . .
4. The United States claimed that the western boundary . . .
5. Spain claimed that the western boundary . . .
6. The dispute was settled finally and forever in 1819. Spain gave the United States the present day Florida if the United States in turn . . .
7. This agreement was not a lasting agreement. When the United States annexed Texas . . .
8. In 1821 Moses Austin agreed to renounce his United States citizenship . . .
9. The settlers which Austin brought were . . .
10. The settlers agreed to become Catholic . . .
11. In 1835 Mexico adopted a new constitution. The Texas settlers . . .

Answers:

A.-3	G.-5
B.-6	H.-9
C.-7	I.-2
D.-8	J.-10
E.-11	K.4
F.-1	

Matching Game

(Cont'd)

(A). . .was not clearly defined.

(B). . .agreed that the Sabine River was the boundary.

(C). . .the boundary problem came up again.

(D). . .if Mexico gave him land to settle.

(E). . .disagreed with it and they declared their independence from Mexico.

(F). . .she would sell it back to Spain.

(G). . .was the Sabine River.

(H). . .foreigners to the area which is now Texas.

(I). . .to the United States.

(J). . .in return for land to settle on.

(K). . .was the Rio Grande River.

country. The new law stopped the immigration of all foreigners entering Mexico from the United States. Because of this, Austin's settlers felt they no longer needed to live according to the agreement they made when they first entered Mexican territory. The Mexican government felt that the agreement was still in effect. This caused a great deal of friction between the Mexican government and these settlers.

In 1836 the settlers declared their independence from Mexico. Mexico did not want to lose this part of her territory but the settlers had used their close ties to the United States to aid them in their cause and Mexico was unable to stop them from achieving their independence. The territory became the independent Republic of Texas.

Mexico hoped that an independent Texas would serve as a buffer against further expansion by the United States. In 1846, however, the United States annexed the Texas Republic as a state. The moment Texas became a part of the United States, the 1819 agreement regarding the western boundaries of the Louisiana Territory immediately became a problem again. These disputes brought on the Mexican-American War (1846-1848). As a result of this war, Mexico lost its claims to the Southwest.

VIII. SPANISH SETTLEMENT IN COLORADO

Historians in the past have connected Spanish exploration mostly with Texas, New Mexico, Arizona, and California. More recently historians have recognized the fact that the Spanish were connected also with what is now Colorado. As early as 1664 a Spanish frontiersman, Juan de Archuleta, is known to have been present in the vicinity of what is now the San Juan Mountain Range in Colorado.

In the 1600's the Colorado region was a frontier of New Mexico. The settlement at Santa Fe served as the base for many of the expeditions that came into Colorado. The Spanish were encouraged to make long journeys northward to the Platte River, the Upper Arkansas, and other areas in Colorado for three reasons. These were the Indians, the French intruders, and rumors of gold and silver mines.

After the reconquest of New Mexico, Spain once again set about to establish settlements. Worries about French expeditions led to the expedition of Juan de

Ulibarrí in 1706. Ulibarri ventured as far north into Colorado as the present city of Pueblo and then eastward to an area known as El Cuartelejo. In this way, in 1706, the eastern plains of Colorado were claimed by Ulibarri for Spain.

In 1720, Pedro de Villasur led an expedition into Colorado. Later he continued on into Nebraska. By this time the great movement of people to the west had begun. These people came as trappers, prospectors, and traders moving out of Louisiana and the Great Lakes in search of furs, hides, and gold. Rivers were the highways that led them to Texas, New Mexico, and Colorado. A party of Frenchmen led by Pierre and Paul Mallet traveled up the Missouri River and along the Platte and southward to Santa Fe in July, 1739. From then on, explorers from the east visited the area regularly.

By 1776 Spanish interests on the west coast were being threatened. The need for a route from Santa Fe to the California Missions became evident. Father Escalante was accompanied by Dominguez on an expedition fo find a new route. They traveled north to Colorado, then into Utah. The expedition failed to achieve its goal but did provide information which proved valuable to later explorers. Among other things, Escalante reported having seen "old dwellings" in the area which is now Mesa Verde National Park in southwestern Colorado.

Between 1776 and 1850, various Hispanic groups visited parts of Colorado for several reasons: to explore for mineral wealth; to protect their claimed lands; and, eventually to join other trappers and traders during the fur trade period (1800-1840).

In 1821, Mexico became independent of Spain. Trade on the newly opened Santa Fe Trail had begun. New Mexico, under administration of Mexico, encouraged and was lenient in allowing trade. Also, Mexico awarded large land grants to men interested in colonizing and settling new lands. By 1840 the assigning of land grants that extended into Colorado encouraged new settlements there.

The largest and most valuable land grant in Colorado was the Sangre de Cristo, or Beaubien grant. This grant covered over a million acres in what is now northern New Mexico and southern Colorado. The Vigil, St. Vrain, Maxwell Conejos, and Tierra Amarilla land grants also lured Spanish pioneers to Colorado.

In 1851 the Spanish moved into Colorado and settled along the Rio Culebra.

This settlement, called San Luis, became Colorado's first permanent town. Other early settlements were San Pedro, San Acacio, and Chama. The Spanish spread across most of southern Colorado. By 1860 they had settled in the area that became known as Trinidad.

Colorado was made a territory of the United States in 1861. Costilla was one of the original counties and San Luis was its county seat. Of course an organization had to be set up for governing the county. According to the territorial laws a board of three county commissioners was to administer the affairs of the newly-created unit.

It is interesting to go to Book One of their proceedings to learn about some of the actions taken. Previous to this time there had been few regulations as there was little need for much authority. Below are a few of the rules made by the San Luis commissioners:

1. The town shall be as clean as possible and the scattering of trash will be prohibited.

2. Drunkenness will be prohibited in the presence of women and children. Fights and quarrels shall also be prohibited.

3. It is prohibited to block the roads leading into town.

4. No non-resident shall be allowed to settle in the Town of San Luis before having appeared before the judge and having been approved by said official.

5. Any person wishing to buy a lot in the town of San Luis shall appear before the judge and after having qualified as a good citizen shall pay the judge the price of the lot; said price of the lot shall be turned over to the church for its benefit and use.

A Good, Simple Life

The San Luis Valley communities were primarily farming communities—planting corn, beans, wheat, squash, and chilies. From New Mexico, the Spanish settlers brought with them a system of water rights and irrigation ditch control. While the Spanish did not write their irrigation system into formal law, they did contribute to the overall ideas about irrigation and water control a full decade before Colorado became a territory.

Life in the early Spanish towns of Colorado remained simple, just as it had been in New Mexico. The settler usually constructed his house of adobe made from clay. The beams **(vigas)** cut from the forest supported the flat dirt roofs. The floors were of handpacked earth and were covered with skins, homespun rugs, and mats. Most of the furniture was made of either native pine or oak and decorated by hand-carved designs. Spanish pioneers made or processed most of their everyday needs. The life of the Spanish colonials was a hard one; however, they did succeed in establishing their culture and industries in a difficult environment.

Mining, cattle raising, and irrigation farming were all ancient Spanish arts brought northward from Mexico by the Spanish. The Spanish also brought horses, sheep, and goats with them. Cattle and sheep provided meat and hides; sheep supplied wool.

The Spanish were not only America's first real cattlemen and cowboys, but also the first great cattle drivers. During the years of Spanish (1769-1821) and Mexican (1821-1846) rule, thousands of head of cattle were trailed from Mexico to the ranches on the large land grants. Since the herd grazed on unfenced plains, the Spanish ranchers introduced into North America the practice of branding cattle. The lariat, the leather chaps, and the heavily rowelled spurs were other contributions. The most widely known activity that was introduced by the Spanish is the rodeo. Following the spring and fall roundups, the Spanish caballeros and their families gathered together for this celebration.

Fun, Music, and Celebrations

Some of our earliest Christian religious celebrations in America were introduced by the Spanish. "La Noche Buena" (Holy Eve) was a feast paying honor to "El Nino" (The Christ Child). A beautiful custom of the settlers was the use of luminarias. These were low piles of wood placed in front of each hut and lighted on Christmas Eve. These should not be confused with **farolitos,** which are paper bags filled with sand, in which a candle is placed. These farolitos are lighted on Christmas Eve. These two customs—the use of luminarias and farolitos—are still widely used throughout New Mexico today. Other religious celebrations are held throughout the year also.

Teacher Reference **Suggested Activities**

VIII. Spanish Settlement in Colorado

Vocabulary

vicinity	region	ventured
frontier	base	expeditions
prospectors	various	Hispanic
mineral wealth	eventually	administration
lenient	lured	commissioners
administer	unit	legal
prohibited	proceedings	primarily
ancestry	heritage	

Map Work

—Using a Colorado map locate the following Spanish named towns, counties, forests, lakes, rivers, mountains and parks:

Rivers

Rio Grande
Rio Blanco
Culebra River
Conejos River
San Juan
Los Pinos River
Sapinero River
San Luis River
Colorado River

Towns

Capulin
San Pablo
La Veta
Salida
Cortes
Trinchera
Trinidad
Bonanza
Buena Vista

Lakes

Antero Reservoir
Cucharas
Huerfano
Isabel
La Jara
Orlando
Sanchez
Adobe Creek
Valdez Lake
Vallecito Reservoir

Forests

Agate Nat. Forest
Alvarado Nat. Forest
Antero Nat. Forest
Cuchara Nat. Forest
San Isabel Nat. Forest
San Juan Nat. Forest

Parks

Mesa Verde Nat. Park
Vega Reservoir Rec. Area

Counties

Baca
Dolores
Mesa
Costilla

Mountains

Culebra Peak
Dolores
La Manga Pass
Mt. Antero
Pagosa Peak
Mt. Blanca
Red Mesa

Looking for Information

Directions: The following events need to be placed in the order in which they occurred. Using arabic numerals, number them in the correct order. Place the numeral in the line preceding the statement.

a. ____ Worries about French expeditions led to the expedition by Juan De Ulibarri.

b. ____ Mexico became independent of Spain.

c. ____ The Spanish moved into Colorado and settled along the Rio Culebra.

d. ____ Casimiro Barela signed the Colorado constitution.

e. ____ The end of Mexican rule.

f. ____ A Spanish frontiersman is known to have been in Colorado.

g. ____ The need for a route from Santa Fe to the California Missions became necessary.

h. ____ Pedro de Villasur led an expedition into Colorado.

i. ____ A party of Frenchmen traveled to Santa Fe.

Answers:

a.-2
b.-6
c.-8
d.-9
e.-7
f.-1
g.-5
h.-3
i.-4

Not all colorful Spanish festivals were connected with the church. One such celebration was the Grand Fandango. At this festival dancing continued day and night, interrupted only by the Mexican rooster game.

El Dia de San Isidro (Saint Isidore's Day), April 4, also played an important part in the lives of the agricultural communities. On this day all fields were visited and blessed, imploring San Isidro to send enough rain and sun to make the crops grow.

The Spanish also made contributions to our early Colorado government. There were three persons of Spanish ancestry among the thirty-nine who officially signed the Constitution of the State of Colorado in 1876. One of these men, Casimiro Berela, served in the state senate for forty years.

Today, over 100 Colorado towns and eighteen of the sixty-three counties bear Spanish names. Some of Colorado's famous mountains and five of the state's twenty-one mountain ranges also reflect America's Hispanic heritage in their Spanish names.

IX. SPANISH CONTRIBUTIONS TO OUR AMERICAN WAY OF LIFE

Hispanos played an important role in both the exploration and settlement not only of our country but of our state as well. The Hispano has contributed much to American history and our way of living. Today many millions of Hispanic Americans living throughout the West and Southwest can feel great pride in this heritage.

The Hispano has contributed many interesting and colorful words to our language. **Rodéo, corral, caballeros, santos,** and **pátio** are some of these words. Other commonly used are **mañana, adobe, rio, grande, adios, mesa, bueno, muy, frio, caliente,** and **amigo.** Many of our rivers, counties, streams, and cities still have Spanish names.

Early Hispano cattle herders were the first American cowboys. The first Hispano cowboys introduced branding, the idea of a rodeo, and the use of a lariat, chaps, and spurs. Other American cowboys made use of these and added some of their own terms and devices.

The Hispano explorer and settlers brought the first horses, cattle, and sheep into the Southwest. These animals were the beginnings of the great herds that today

roam in this area. The sheep helped to feed and clothe the early settlers. The Spanish taught the Indians how to weave wool. Today, this heritage of Hispanic weaving is still practiced by some people in New Mexico. The settlers also brought an assortment of foods foreign to the new land. Wheat, oats, barley, onions, peas, watermelon, muskmelon, peaches, and apricots were some of these.

The Hispanos also contributed much to our knowledge of irrigation and the development of water rights. The Spanish settlers introduced ways of turning dry areas into fertile fields and gardens. These fields produced crops of corn, beans, and varieties of fruit as well. San Luis, the first permanent settlement in Colorado, had the state's first irrigation ditch. The use and sharing of water was very important in the semi-arid lands of the Southwest. The Spanish system of water rights and ditch control spread over much of the Southwest. Later these ways of using water served as a model to influence large-scale systems of irrigation in the West.

The Hispano has contributed many festive colorful celebrations. Many of these are religious celebrations because religion was an important part of the everyday life of the Spanish settlers. Some of these celebrations are mentioned in the section on "Spanish Settlement in Colorado."

Spanish architecture has contributed much to our way of living. Today the influence of this Spanish architecture is apparent in many of our commercial and residential buildings. Many people like Spanish architecture because of its simple construction, design, and materials. The California missions are good examples of the simplicity and beauty of Spanish architecture. In Denver, there is a chain of small Mexican food restaurants. The construction of these restaurants is influenced by Spanish design. In East Denver there are several Spanish homes which were brought from Spain. These houses were taken down piece by piece in Spain and rebuilt in Denver. Today many people build and furnish their homes with a Spanish flavor.

Our Spanish heritage is evident in the Southwest with the remnants of the Santos, fiestas, fandangos, processions, religious celebrations, and legends of the past. In many cities there are Spanish-language movies, television stations, and radio stations. Spanish is spoken throughout this area. Many daily papers carry sections printed in Spanish.

Teacher Reference **Suggested Activities**

IX. Spanish Contributions to Our American Way of Life

Vocabulary

counties	heritage	rodeo
devices	herders	lariat
fertile	foreign	irrigation
influence	varieties	semi-arid
	festive	

Words of special interest

Rodeo—a Spanish word meaning "to gather."

cabellero—In Spanish this word originally meant knight, Today it means gentlemen.

adios—In English used for good-by. In Spanish it is used in the same way except that its literal translation is "to God". (Religion has always played such an important part in the life of the Hispano that even in their parting God has an important role.)

fritos—Now it is the brand name for a food product; but in Spanish it literally means "something which has been fried."

lariat—In present usage it means a rope. It actually is two words which are now written as one; "La" (the) and "Riata" (rope). To say, "Please hand me the lariat," is really incorrect in a way because in the structure of the sentence you are inserting two articles (the) for the same noun. The sentence actually reads as follows: "Please hand me the the rope."

Index

Develop an index of this booklet

1. famous explorers
2. settlements
3. Spanish contributions to American life
4. Spanish named places

Teacher Reference **Suggested Activities**

Summary discussion

- Sixteenth Century Spain
- Spanish Exploration and Colonization
- The role of the Church
- Juan de Onate
- early New Mexico and Colorado settlements
- The Hispano of the Southwest today
- Hispanic contributions to life today

Thought questions

1. a. When is it correct to refer to an individual as a Mexican?
   b. When is it correct to refer to an individual as an Hispano?
2. Why do you think that the Church played such an important role during the exploration and colonization of the Southwest?
3. When did the recorded history of our United States begin?
4. What were the first two settlements in the United States?
5. In what way are the Spanish still influential in contemporary living?
6. Why did the early Spanish colonies in what is now the United States not take part in the war of independence from Spain?
7. Why did the Spanish build a string of missions in California?
8. What is a land grant?
9. How can it be said that "Stephen Austin was a Mexican"?
10. How long had the Spanish been in what is now the United States before George Washington became the first president of the United States?

Hispanos have indeed contributed much to our American way of life. They are one of the many ethnic groups to have added importantly to the history and culture of our country and state.

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